44:Matthews and Akrawi S, G-3 (1945-1946)1949 Ml Middle East
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The French schools are usually accused of giving less attention to Arabic, and their graduates are said to be less at home in the knowledge of Arabic literature and composition than in French. The accusation is made that the nature of the French examinations tends to encourage this weakness, for as long as a student receives the sum total of marks required for the examinations, he can pass, provided he does not receive a zero in any subject. Theoretically it is possible, therefore, for a pupil to get 1 mark out of 20 in Arabic and still pass. This criticism, however, is too general to apply to all schools. Some of the better schools maintain a high standard of Arabic and have produced a number of Arab poets and writers. Much the same criticism is made with regard to the history and geography of Lebanon and the Arab world. The students are said to know more about the history, geography, and literature of France than of their own country.

While the laboratories of some of the schools are fairly well equipped they do not seem to be adequately used. The Commission did not see a laboratory class in any of the French schools they visited, although this might have been an accident. The apparatus did not look as if it was regularly used. Better use is made of charts, especially for the study of zoology, botany, geology, and human anatomy and hygiene. The texts in use, except for the subjects taught in Arabic or for local subjects, are the same as those used in France. When the supply of books was cut off during the war, special editions were printed by the Œuvres Françaises in Cairo and Beirut and distributed to the schools.

In the French Catholic missionary schools, discipline is very strict. The students are constantly supervised, and boarders are allowed to go out only with their parent or guardians. Only their parents or persons authorized by the parents may visit them at school. The school may take an outing about once a week, usually on Sundays, under the supervision of the director and teachers. No student is allowed to bring into the school any book, magazine, pamphlet, or paper except the books directly in use at the school. In this way an attempt is made to shut out outside influences as much as possible. A long timetable keeps the day students at school from early morning until the late afternoon. The atmosphere of the Catholic schools is decidedly religious. Students are required to attend Mass every morning. Classes usually begin and end with prayers, and Sunday Mass and religious teaching are obligatory. Irreligion, insubordination, immorality, or even habitual laziness are reasons for expulsion. [869]

The following daily timetable for boarding and day students at 'Anturah, although perhaps not universal, shows the type of daily disposition of work current in the Catholic missionary schools: